

School Name:	Discovery College
Date of Completion of the Visiting Team Components:	1 November 2013



**The Reporting Booklet
for
THE CONCLUDING STATEMENTS
(for completion by Visiting Teams only)**

First Component – THE MAJOR COMMENDATIONS AND RECOMMENDATIONS

Second Component – THE CONCLUDING STATEMENT

Third Component – THE LIST OF TEAM MEMBERS

8th Edition
Version: 01 Jan 2012

FIRST COMPONENT: THE COMPILED LIST OF MAJOR COMMENDATIONS AND RECOMMENDATIONS

The team should insert, using the headings below, its compiled list of the major commendations and recommendations chosen by the whole Visiting Team at its final full meeting.

The points chosen for inclusion here should be taken verbatim (both text and reference number) from the Significant Commendations / Recommendations in various Sections of the Report and listed under the following headings. The number of Major Commendations / Recommendations under each Section heading may be one, more than one, or none.

Major Commendations:

A. School Guiding Statements

1. The school for establishing and implementing a clear Vision Statement that guides student learning and is widely recognised as the focus for the entire school community. (A1a)

B. Teaching and Learning

2. The staff for creating a stimulating and engaging learning environment within their classrooms. (B6b)
3. The teaching staff for their clear professionalism, expertise and commitment. (B7e)
4. The school for collaboratively working on the development of a contextually appropriate definition of international-mindedness. (B4)
5. The school for aligning its PD with its Vision and Goals, and for providing a wide range of PD to its staff. (B5a)

C. Governance and Leadership

6. The School Council for transparent and effective oversight of the school within a multi-layered governance structure. (C1b)
7. The School Council and Principal for developing an effective working relationship that promotes a team- and solution-oriented approach to problem-solving and transparency of action when addressing issues of parental concern and critical fiscal decisions that potentially have an impact on the school's Vision and Guiding Statements. (C2a and C2b)
8. The Governing Body and the CFO of ESF for their diligence in addressing the long-term fiscal stability of DC. (C5a)

D. Faculty and Support Staff

9. The VT commends the governing body for having and implementing a Recruitment and Screening Policy that ensures staff are appropriate for the position, thus ensuring quality student learning. (D1a)
10. The entire DC community for the development, implementation and participation in programmes that foster respectful interactions with all members of the community. (D2d)

E. Access to Learning

11. The LDT staff for developing an effective, integrated programme to support student access and participation in the DC Learning environment. (E2a)

F School Culture and Partnerships for Learning

12. The school community for its effort to promote an open and healthy school culture based on cultural diversity and mutual respect. (F1)

13. The school for its consistent effort to ensure student well-being, particularly the Restorative Practice which helps promote fairness and positive compliance. (F1c)

G Operational Systems

14. The Council for efforts to improve the financial position of the school whilst maintaining a commitment to supporting delivery of its programmes and Vision. (G1d)

15. The Business Office and its team for conscientious efforts to understand and support the educational programmes at DC, ensuring a safe and healthy environment. (G3d)

16. The auxiliary support staff for conscientious efforts to support the DC community and for making a very positive impact upon school life at DC. (G4h)

Major Recommendations:

A. School Guiding Statements

1. The school establishes a formal process and timeline for the regular monitoring and review of the Guiding Statements and includes representation from all stakeholder groups in this process. (A1b and A1d)
2. The school develops a formal process with defined indicators to measure Discovery College's success in achieving its Aims as laid out in its Guiding Statements. (A1e)

B. Teaching and Learning

3. The school develops a comprehensive, school-wide Teaching and Learning Policy that explicitly defines/articulates quality learning practices (B1b, B1e)
4. The school further develops the curriculum in a systematic, school-wide approach to allow effective differentiation for all students. (B6)
5. The school further systematises its methods for comparing and analysing student achievement data. (B8d)
6. The school develops an overarching Curriculum Plan that includes a process and timeline for reviewing its curriculum on a regular basis. (B9a)

C. Governance and Leadership

7. The School Council formalises a process to regularly review the school's progress toward meeting the descriptors of the school Vision and other Guiding Statements. (C1c)
8. The DC School Council and Principal consciously nurture the interdependent and supportive relationship to maintain teamwork through times of critical decisions and financial concerns. (C2b)

D. Faculty and Support Staff

9. The Leadership Team explores ways to add value to the Support Staff PM process that aligns with the school's Vision. (D5a, b, d)

E. Access to Learning

10. The LDT develops criteria and a process to regularly evaluate the effectiveness of the Learning Support programme at DC. (E2b)

F. School Culture and Partnerships for Learning

11. The school streamlines its communication channels to improve efficiency and effectiveness. (F2a)

G. Operational Systems

12. The governing bodies strategically collaborate to sustain the current development and communication of plans for long-term financial sustainability that focus on supporting the Vision of the school. (G1d)
13. The Business Manager initiates a Strategic Plan to utilise environmentally responsible practices in the operation of DC facilities. (G3g)

SECOND COMPONENT: CONCLUDING COMMENTS

The team should now record concisely:

- ❖ **the essential features of the team's view of the school**
- ❖ **overall comments on the visit**
- ❖ **the extent to which the school is driven by its mission and led by its vision**
- ❖ **the extent to which the school is committed to the promotion of internationalism/interculturalism**
- ❖ **the extent to which the school is focused on student learning and well being**
- ❖ **some concluding advice and encouragement**
- ❖ **thanks to the school and the Visiting Team.**

The concluding statement should, wherever possible, encourage the school to continue to see the accreditation process as a positive vehicle for further school improvement.

Note: No hint as to the Team's overall recommendation with regard to accreditation should be included here, or anywhere else in the Team Report. [The overall recommendation with respect to accreditation should be submitted to the accrediting agency / agencies as a separate document, not as part of the Team Report itself. The school should not be informed of this overall recommendation.]

Please write Concluding Comments here:

In August 2009, Discovery College Hong Kong (DC) moved into their new, purpose-built facility whose design is suggestive of a sheltered amphitheatre poised on the shores of Discovery Bay. Awaiting completion of construction, the school was housed during its first year at Bauhenia. The past six years has seen rapid development as the school grew to Year 13, built curriculum, developed activities, organised support groups, expanded staffing and built a strong, positive school culture. The 2013-2014 school year is the first year that the school has a full complement of years from 1 to 13. Commitment to the International Baccalaureate philosophy of holistic education, inquiry and internationalism is evident on the campus. There is an atmosphere of transparency and mutual support among staff, students and parents. Discover, Grow, Dream, the Vision of DC, is a lens for decision-making at DC. The creation of a "through school", with the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) continuum, reflect the Vision. Students have the confidence to explore their interests, follow their passions and put ideas into action. Students can clearly articulate their understanding of the Vision of the school and the impact of their DC experience on their lives. As DC transitions from its initial development stage, the school community will need to develop a process of creating structures that will ensure the continuity of the school's Vision and the ability to adapt to change, while retaining the current sense of energy and collegiality.

Student involvement is a defining feature of Discovery College. Students are involved learners and focused upon demonstrating their academic achievement through interdisciplinary projects as well as assessments. DC students are involved in sports, visual and performing arts, service activities for local and global issues, and study trips. To bring greater international focus to activities as well as in the classroom, the school will need to complete and implement a school-wide definition of international-mindedness.

Discovery College richly deserves accolades for the progress that has been achieved in the past six years. All members of the school community should take a moment to review and appreciate their accomplishments. The next steps will help determine the on-going success of the school. These next

steps can establish a strategic framework for a review cycle for Guiding Statements, policies and procedures, developing documentation of processes, clarifying data collection, analysis and utilisation, and implementing a working definition of international-mindedness.

The Visiting Team would like to thank the Discovery College community for welcoming us and openly sharing their accomplishments, challenges and plans for the on-going improvement of their school. We are appreciative of the openness in discussions and patience in answering so many questions after completing the exhaustive tasks required during the reflective preparation of the Self-Study. As a Visiting Team we are confident that the forward thinking reflected in the Action Plans will establish an effective on-going school improvement process for Discovery College.

Respectfully submitted to CIS and WASC on Friday, 1 November 2013.

THIRD COMPONENT: LIST OF TEAM MEMBERS

Please do not indicate which members of the team drafted which sections of the overall report. This is because the report should be the result of a whole-team effort and a consensus document.

Name, School and Position of Team Member	Agency Represented
Team Chair: Deidre Fischer, Former Head of School, (Mongolia and the Philippines)	CIS
Team Co Chair: Dr. Valene Staley, Porterville Unifield School District, Assistant Superintendent (retired). Chair WASC Commission.	WASC
Team Member: Xiaoping Wang, Advisor for Chinese, English Schools Foundation	CIS
Team Member: Giles Mongare, Vice Principal and Head of Secondary. Tenby International School, Setia Eco Park, Indonesia.	CIS
Team Member: Paul Sebastian, Jakarta/Sinarmas World Academy, Principal MS/HS, Indonesia.	CIS
Team Member: Lynette Foster, Assistant Pricipal, Benton Junior College, Mornington, Victoria, Australia.	<i>CIS</i>
Team Member: Michael Conway, DP Coordinator, International School of Tianjin.	WASC
Team Member: Rami Madani, Director of Curriculum and Professional Development, International School of Kuala Lumpur, Malaysia.	WASC
Team Member: Anthea Clifton, MS Vice Principal, Jakarta International School.	WASC
Team Member: Helen Qin Gong, Head of Chinese, Beijing City International School.	WASC
Team Member: Christine Fowler, Science Teacher, SSIS International School, Suzhou, China.	CIS Team Secretary